

PARIS ELEMENTARY

32 E. Belvue Road
Taylors, South Carolina 29687

GRADES K-5 Elementary School

ENROLLMENT 524 Students

PRINCIPAL Sue Anne W. Link 864-292-7569

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
25	20	1	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

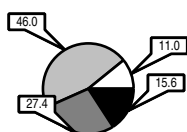
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

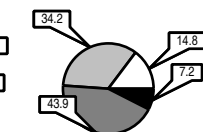
63.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

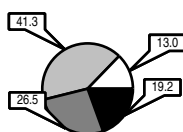


Mathematics

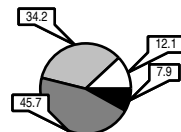


English/Language Arts

Elementary Schools with Students like Ours



Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	253	100.0	14.8	34.2	43.9	7.2	64.1	Yes	Yes
Gender									
Male	123	100.0	20.9	40.9	34.8	3.5	49.6		
Female	130	100.0	9.0	27.9	52.5	10.7	77.9		
Racial/Ethnic Group									
White	206	100.0	11.6	34.7	45.7	8.0	67.3	Yes	Yes
African-American	35	100.0	35.7	32.1	32.1	0.0	39.3	I/S	I/S
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	212	100.0	6.5	34.7	50.3	8.5	71.9		
Disabled	41	100.0	57.9	31.6	10.5	0.0	23.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	253	100.0	14.8	34.2	43.9	7.2	64.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	253	100.0	14.8	34.2	43.9	7.2	64.1		
Socio-Economic Status									
Subsidized meals	68	100.0	30.4	28.6	41.1	0.0	50.0	Yes	Yes
Full-pay meals	185	100.0	9.9	35.9	44.8	9.4	68.5		

Mathematics - State Performance Objective = 15.5%									
All Students	253	100.0	11.0	46.0	27.4	15.6	58.2	Yes	Yes
Gender									
Male	123	100.0	10.4	52.2	26.1	11.3	54.8		
Female	130	100.0	11.5	40.2	28.7	19.7	61.5		
Racial/Ethnic Group									
White	206	100.0	10.1	40.7	32.2	17.1	65.8	Yes	Yes
African-American	35	100.0	21.4	71.4	3.6	3.6	10.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	212	100.0	6.5	45.2	30.2	18.1	63.3		
Disabled	41	100.0	34.2	50.0	13.2	2.6	31.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	253	100.0	11.0	46.0	27.4	15.6	58.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	253	100.0	11.0	46.0	27.4	15.6	58.2		
Socio-Economic Status									
Subsidized meals	68	100.0	19.6	60.7	14.3	5.4	32.1	Yes	Yes
Full-pay meals	185	100.0	8.3	41.4	31.5	18.8	66.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	75	100.0	9.0	26.9	59.7	4.5	64.2
	Grade 4	80	100.0	19.5	44.2	31.2	5.2	36.4
	Grade 5	87	100.0	25.9	49.4	24.7	N/A	24.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	10.4	19.5	54.5	15.6	70.1
	Grade 4	89	100.0	15.9	38.6	40.9	4.5	45.5
	Grade 5	82	100.0	20.5	42.3	34.6	2.6	37.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	75	100.0	9.0	47.8	29.9	13.4	43.3
	Grade 4	80	100.0	9.1	49.4	27.3	14.3	41.6
	Grade 5	87	100.0	36.5	36.5	18.8	8.2	27.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	9.1	46.8	28.6	15.6	44.2
	Grade 4	89	100.0	5.7	48.9	30.7	14.8	45.5
	Grade 5	82	100.0	20.5	41.0	21.8	16.7	38.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 524)				
First graders who attended full-day kindergarten	93.8%	N/C	96.2%	100.0%
Retention rate	2.5%	No change	1.8%	2.7%
Attendance rate	96.5%	Up from 96.4%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		2.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.4%	3.5%
Eligible for gifted and talented	24.5%	Down from 28.5%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.5%	Down from 11.5%	6.9%	8.2%
Older than usual for grade	0.4%	Down from 0.8%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.0%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	62.5%	Down from 64.5%	54.5%	51.4%
Continuing contract teachers	87.5%	Up from 87.1%	87.7%	87.5%
Highly qualified teachers**	96.6%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	3.4%		0.0%	0.0%
Teachers returning from previous year	92.9%	No change	87.6%	86.7%
Teacher attendance rate	95.0%	Down from 98.4%	95.4%	94.9%
Average teacher salary	\$43,320	Up 0.5%	\$42,330	\$40,760
Prof. development days/teacher	7.2 days	Down from 13.9 days	10.9 days	12.4 days

School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 21.1 to 1	20.5 to 1	18.9 to 1
Prime instructional time	91.0%	Down from 94.4%	91.0%	90.0%
Dollars spent per pupil*	\$5,560	Up 5.5%	\$5,684	\$6,044
Percent of expenditures for teacher salaries*	63.3%	Down from 66.6%	67.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Paris Elementary, a Red Carpet School, is truly a unique educational setting. Nestled at the base of Paris Mountain, the school is rich with tradition and history. The move into a new facility occurred in December 2003. Since the new building is adjacent to the old one, we maintain our close ties to the history of the Paris community, including the grounds of Camp Sevier, a World War I training ground. The school continues to be a focal point of this community.

Building Bridges: Connecting past, present, and future is our yearlong focus. A Paris Remembers event included inviting past and current alumni to an evening of remembering including supper, interviews, and the viewing of a video tape by a former Paris student featuring past and present students. The dedication service held in May honored all those who had a hand in planning and building the new school facility.

All academic programs at the school are student-centered and researched to ensure the best possible education for our students. Our reading and language arts program is based on Pat Cunningham's 4-Block method. We use this in conjunction with the Accelerated Reader Program to better serve the individual needs of our children. Our math program employs hands-on and dynamic project-oriented approaches. We also enhance our math program with Math Superstars to promote individual standards-based learning while focusing on creative and higher order thinking skills. Our teachers are well-trained to provide an exciting combination of all subjects to teach standards-based thematic units. Having over 71% of our faculty with master's degrees or better, 2 Nationally Board Certified Teachers, and 5 Top-Ten District Teachers of the Year, our teachers serve their students with a wealth of knowledge that is shared across grade levels.

The success of our school has to do with support from a variety of groups and organizations. Our PTA logged over 82,000 volunteer hours last year. These volunteers read to students, help with classroom preparations, train and implement the SEEDS Reading Program, and help with general maintenance on the grounds of the school with beautification projects such as creating beautiful butterfly gardens and assisting with Paris' Official Schoolyard Habitat status. A water garden and an ABC plant garden were added this year through grants and volunteer help. Together, with the community, district leadership, and a well-trained, motivated staff, Paris Elementary offers a truly unique and successful learning environment that allows our students to become successful members of our community.

Sue Anne W. Link, Principal

Sharon Foster, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	79	51
Percent satisfied with learning environment	100.0%	91.0%	92.2%
Percent satisfied with social and physical environment	100.0%	89.9%	92.2%
Percent satisfied with home-school relations	100.0%	89.9%	84.0%

*Only students at the highest elementary school grade level at this school and their parents were included.